Question Detectives

Use questions and sources to build knowledge together.

2W6 "Develop questions and participate in shared research and explorations to answer questions and to build knowledge."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle each question the class asks. Underline two details that show how the class built knowledge together.

What Do Pill Bugs Eat?

1. Our class wanted to learn what pill bugs eat. We began with a question: Do pill bugs eat dead leaves? We guessed that they might. Then we planned a fair test with the same kind of boxes.

2. Each team read a library book and a safe website about pill bugs. We wrote notes in a class chart. The sources said pill bugs eat old plants and help break them down.

3. Next, teams watched pill bugs in separate boxes. One box had dry, dead leaves. Another had fresh lettuce. After two days, the bugs nibbled both foods. Our class asked a new question: Which food do they choose first?

2 ANSWER WITH EVIDENCE

Use the passage

1. What question did the class begin with?

2. What two sources did the teams use to learn about pill bugs?

3. What new question did the class ask after watching the pill bugs?

3 YOUR TURN

Your own words

With a partner, choose an animal your teacher has a book about. Write a question you both want to answer and name two ways you could find out. Now read the relevant book pages together, with teacher help. Discuss what you learned, then write and share an answer to your question using a fact from those pages. Name the book. Use extra paper if needed.

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PART 1 · READ AND MARK

Circle each question the class asks. Underline two details that show how the class built knowledge together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What question did the class begin with?	**Do pill bugs eat dead leaves?**
2	What two sources did the teams use to learn about pill bugs?	**A library book and a safe website.**
3	What new question did the class ask after watching the pill bugs?	**Which food do they choose first?**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Planning example only (the completed task also needs actual findings and an answer):
My question is, Where do frogs hide in winter? We can read a book about frogs. We can ask a wildlife helper.
Completion record: write your actual source title and finding, then explain how the finding supports your answer. Results depend on the materials you consulted; do not invent findings.

For the passage questions, accept equivalent answers supported by the supplied text. Before the task, supply an age-appropriate animal book or nonfiction excerpt with its title and relevant pages accessible to each pair. Help partners develop an answerable question; both must consult the text, discuss evidence and contribute to the shared answer. Read aloud or scribe their own words as needed. Check their question, two-method plan, an accurate learned fact, named source and answer supported by that fact. If the first source lacks the answer, help locate another suitable source. Plans alone are incomplete. Provide extra paper and reading/recording support. Keep each learner's own question and reasoning. The planning example above does not claim that research has already occurred.